



# **Chestnut Lane School**

## **Equality, Diversity and Inclusion Policy and Development Plan**

At Chestnut Lane School we work hard to eliminate direct and indirect discrimination, harassment and victimisation; advance equality of opportunity; and foster good relations between all those within our school community. We do this with regard to the nine protected characteristics listed in the Equality Act 2010. These characteristics are:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race
- religion or belief
- sex
- sexual orientation

**A glossary which defines these terms and additional terms related to equality, diversity and inclusion can be found in Appendix 1.**

Our duties under the Equality Act also reflect international human rights standards as expressed in the UN Convention on the Rights of the Child, the UN Convention on the Rights of People with Disabilities and the Human Rights Act 1998.

The Education and Inspections Act 2006 requires us to promote community cohesion and at Chestnut Lane School we work towards a society in which there is a common vision and sense of belonging by all communities; a society in which the diversity of people's backgrounds and circumstances is appreciated and valued; a society in which similar life opportunities are available to all; and a society in which strong and positive relationships exist.

Our commitment to equality, diversity and inclusion is reflected in our school policies and procedures, especially those related to (but not limited to):

- accessibility
- behaviour
- anti-bullying
- uniform
- recruitment
- Relationships and Sex Education
- Special Educational Needs
- home-school agreements

### **Our school ethos and values**

At Chestnut Lane School our values make us who we are! We are passionate about instilling *respect, kindness, resilience, independence and responsibility* in all children from nursery to year 2, role-modelled by our staff and the wider school community. Our diverse and multi-cultural school community is one of our biggest assets. Through collaboration we broaden everyone's experiences, enhancing our respect and kindness for others, and learning from one another.

### **Our school profile 2025/2026**

- **Pupils on roll:** 208 – Female: 50%, Male: 50%
- **Ethnic groups represented by pupils:**  
White British, Indian, White & Asian, White Background, Asian Background, Mixed Background, White & Black Caribbean, White & Black African, Pakistani, Chinese, Bangladeshi, Irish, Black Caribbean
- **Religious groups represented by pupils:**  
Christian, Hindu, Muslim, Jewish, Sikh, Buddhist
- **Pupils receiving free school meals:** 3% (25.7% nationally in Jan 2025)
- **Pupils with EHCP & SEN Support:** 6% (19.5% nationally in June 2025)
- **Staff:** Male: 3%, Female: 97%
- **Age profile of staff:** Up to 39 years: 36%, 40+ years: 64%
- **Ethnic groups represented by staff:**  
White British, Asian Background, Indian, Chinese, White & Asian

## **Fulfilling our public sector equality duty**

### **How we eliminate discrimination, harassment and victimisation**

Chestnut Lane School does not tolerate direct or indirect discrimination, harassment or victimisation of anyone within our school community, and we are opposed to all forms of prejudice.

- The school has robust procedures for dealing with prejudice-related incidents and all staff receive training on these. All incidents are recorded, and this data is analysed so that any trends can be identified, and action plans put in place. Further information on these procedures are referenced in the Anti-Bullying Policy.
- The Anti-Harassment and Anti-Bullying at Work Policy and Procedure outline the procedures for reporting and responding to incidents of discrimination, harassment and victimisation experienced by staff.
- The Complaints and Resolutions Procedure outlines the procedures for reporting and responding to complaints that could include incidents of discrimination, harassment and victimisation experienced by parents and carers and the wider school community.

### **How we advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it**

Treating people equally does not mean treating them all the same. We recognise that people have different needs, different experiences, different outlooks and face different barriers to achieving positive outcomes.

- We collect and monitor data broken down by different protected characteristics in order to identify inequalities and disparities within our student population in terms of:
  - Progress and attainment
  - Admissions
  - Attendance
  - Rewards, sanctions and exclusions

and within our staff population in terms of:

- Recruitment, retention, training and promotion
- Capability, disciplinary and complaints

We employ appropriate interventions where necessary to address disparities. Please see our Equality, Diversity and Inclusion Development Plan for further details.

- We consult widely with a range of groups and individuals to ensure that those who are affected by a policy or activity are consulted in the design of new policies, and in the review of existing ones.
- We assess all of our policies and procedures to ensure that no individuals or groups are disadvantaged and to identify opportunities for positive action.
- We make reasonable adjustments to ensure that the school environment and its activities are as accessible and as welcoming as possible to all, in some cases treating disabled people more favourably than non-disabled people where necessary. Please see our Accessibility Plan for further information.
- We ensure that students' work is differentiated appropriately, and that the curriculum is accessible to all students.
- We respect the religious beliefs and practice of staff and students and comply with reasonable requests relating to religious observance and practice.
- We take all reasonable steps to ensure the wellbeing and inclusion of transgender staff and students, including those who transition during their time at the school.

## **How we foster good relations between persons who share a relevant protected characteristic and persons who do not share it**

- We ensure that our curriculum offers opportunities to learn about people with a diverse range of identities.
- We teach our students to recognise and challenge stereotypes and prejudice and to value difference.
- We ensure that our resources challenge stereotypes and reflect the diversity of society.
- We take positive action to ensure that people with a range of different identities engage with our school community for example guest speakers, arts groups, school governors, parent/carer helpers etc.
- Our behaviour policy includes a requirement to respect other people and their different identities.
- We take steps to ensure diversity in our pupil voice, governing body and staff team.
- We celebrate diversity at every opportunity and hold regular assemblies and events celebrating diversity throughout the year.

## **Responsibilities**

**The governing body** is responsible for ensuring that:

- The school complies with all equalities legislation relevant to the school community, and that this policy and its related procedures and action plans are implemented.
- A member of the governing body has a watching brief regarding the implementation of this policy.
- The school and governors carry out equalities impact assessments on all other policies. (See Appendix 3.)
- All available data is used to consider equalities issues and to ensure adjustments to school policies and practices are made, including positive action where necessary.

**The headteacher and senior leadership** are responsible for:

- Overseeing the implementation of the Equality, Diversity and Inclusion Policy.
- Ensuring that all who enter the school are aware of, and comply with, the Equality, Diversity and Inclusion Policy.
- Ensuring that staff are aware of their responsibilities and are given relevant training and support.
- Taking appropriate action in any cases of discrimination, harassment, victimisation and bullying.
- Regularly reviewing data related to prejudice-related incidents and taking necessary steps to reduce occurrences of incidents within the school.

**All staff** are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying.
- Understanding and complying with the Equality, Diversity and Inclusion Policy.
- Contributing to the action plan attached to the policy.
- Making reasonable adjustments to ensure disabled students do not experience discrimination or exclusion.
- Dealing with prejudice-related incidents, following the specific procedure.
- Attending training sessions as necessary to carry out this policy and keep up to date with equalities legislation.
- Challenging bias and stereotyping.
- Promoting an inclusive and collaborative ethos.

**All parents/carers** are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying.
- Understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy.
- Ensuring that they, and the young people that they are responsible for, meet the expectations set out in the home-school agreement.

**All visitors** are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying in their engagement with the school.
- Complying with the school's Equality, Diversity and Inclusion Policy.

**All students** are responsible for:

- Refraining from engaging in behaviour that constitutes discrimination, harassment, victimisation or bullying.
- Understanding the ethos of the school and complying with the school's Equality, Diversity and Inclusion Policy.
- Reporting prejudice-related incidents.
- Understanding, valuing and celebrating diversity.
- Challenging stereotypes and prejudices.

## **Equality, Diversity and Inclusion Development Plan**

To fulfil its Public Sector Equality Duty the school collects equality information on pupils and staff.

Using this information, the school analyses the following in terms of protected characteristics:

- Student admissions
- Student attendance
- Student performance/achievement
- Student sanctions
- Student rewards
- Staff recruitment, retention and promotion
- Staff disciplinary and capability proceedings
- Records of prejudice-related incidents
- Complaints by parents and carers

The school also conducts surveys with staff, pupils and parents and carers to identify areas that they feel the school is doing well and areas for improvement.

This information is used to identify any discrepancies between people from different groups and to identify equality objectives. The school publishes these objectives on the school website.

The school identifies any equality training needs within our staff through the performance management/appraisal processes, by conducting staff surveys and in line with the changing needs of the school context. These needs will be addressed, and this may also inform our equality objectives.

Our equality objectives may also take into account national and local priorities and issues as appropriate. They are devised in consultation with school governors and are integrated into the school improvement plan. We keep the objectives under review and report annually on our progress towards achieving them.

***Our current Equality, Diversity and Inclusion Development Plan is attached as Appendix 2***

## **Equality Impact Assessments**

All school policies are regularly assessed for their impact on different groups of people with shared protected characteristics. This ensures that our policies, practices and decision-making processes are fair and do not discriminate against any particular groups. It also enables us to consider ways to proactively advance equality.

*A template for conducting equality impact assessments is attached as Appendix 3*

## **Breaches of this policy**

Breaches of this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the headteacher and governing body.

Ratified by the Governing Body: 15 May 2026

Due for review: April 2027

## Appendix 1: Glossary

Antisemitism	A certain perception of Jews, which may be expressed as hatred toward Jews.
Biphobia	Prejudice or negative attitudes, beliefs or views about bisexual people.
Cisgender	Someone whose gender identity is the same as the sex they were assigned at birth.
Disability	A physical or mental impairment, which has a substantial and long-term adverse effect on someone's ability to carry out typical day-to-day activities.
Discrimination	This can be direct: When someone is treated less favourably than another person or other people because: <ul style="list-style-type: none"> <li>• they have a particular protected characteristic</li> <li>• someone thinks they have that protected characteristic (discrimination by perception)</li> <li>• they are connected to someone with that protected characteristic (discrimination by association)</li> </ul> Or indirect: There is a policy that applies in the same way for everybody but disadvantages a group of people who share a protected characteristic.
Gender identity	Someone's internal sense of their own gender, whether man, woman or some other gender. This may or may not align with their assigned sex.
Gender reassignment	If someone is proposing to undergo, is undergoing or has undergone a process (or part of a process) to change sex and/or gender. This might involve medical intervention, but it can also mean changing names, pronouns, dressing differently and living in their self-identified gender.
Harassment	Unwanted conduct, related to a relevant protected characteristic, which violates a person's dignity and/or which creates an intimidating, hostile, degrading, humiliating or offensive environment for that person.
Homophobia	Prejudice or negative attitudes, beliefs or views about lesbian, or gay people.
Islamophobia	A type of racism that targets expressions of Muslimness or perceived Muslimness. Further information <a href="#">here</a> .
Prejudice-related incident	Any incident which is perceived to be prejudice-related by the victim or any other person.
Race and ethnicity	Includes skin colour, nationality and ethnic or national origins.
Racism	Prejudice or negative attitudes, beliefs or views about someone based on their skin colour, nationality, ethnic or national origin.
Reasonable adjustments	Taking reasonable steps to remove disadvantages faced by disabled people by: <ul style="list-style-type: none"> <li>• changing provisions, criteria or practices</li> <li>• changing or removing a physical feature or providing a reasonable alternative way to avoid that feature</li> <li>• providing auxiliary aids</li> </ul>
Religion or belief	Religion is a formalised system of belief that aims to relate humanity to spirituality. Beliefs included are philosophical beliefs, which are considered to be similar to a religion.  We include people who have no religion or a lack of belief.
Sex	Whether someone is male, female or intersex.
Sexism	Prejudice or negative attitudes, beliefs or views about someone based on their sex.
Sexual orientation	Who someone is emotionally, mentally, and physically attracted to in relation to their sex/gender, this includes heterosexual, lesbian, gay, bisexual, pansexual and asexual.
Transgender	An umbrella term to describe people whose gender identity differs from what is typically associated with the sex they were assigned at birth.
Transphobia	Prejudice or negative attitudes, beliefs or views about transgender people including refusal to accept their gender identity
Victimisation	Treating someone badly because they are: <ul style="list-style-type: none"> <li>• making a claim or complaint of discrimination</li> <li>• helping someone else to make a claim by giving evidence or information</li> </ul> Or because they intend to do so.

## Appendix 2: Equality, Diversity and Inclusion Development Plan, 2025 - 2028

Reviewed: April 2026  
Next review: March 2027

This plan outlines the ongoing development of this area at Chestnut Lane School. Equality, diversity and inclusion forms a major part of the day to day life of the school and therefore it is not possible to place a timeframe on each one of the action points as that would imply that work in that specific area was only being developed in that window of time. The plan will be evaluated annually by the Headteacher, the Quality of Education Committee and the governor/s with responsibility for equality and diversity, and will be shared on the school's website.

	<b>EQUALITY OBJECTIVES</b>	<b>ACTION</b>	<b>OWNER</b>	<b>EVALUATION 2025</b>	<b>EVALUATION 2026</b>	<b>EVALUATION 2027</b>	<b>EVALUATION 2028</b>
1	<b>To enhance equality for all families to ensure equal access to information, greater understanding of circumstances, and aim for equal opportunities to support children's learning at home.</b>	<ul style="list-style-type: none"> <li>-Review admission &amp; induction processes for families who are new to school to ensure accurate and relevant information is gathered.</li> <li>-Consider translation signposting to ensure equity in access to information.</li> <li>-Develop learner profiling, and consider the use of role-modelling opportunities.</li> <li>-Extend support for children's home learning to ensure that families' circumstances and capacity are considered.</li> <li>-Incorporate the use of Tapestry memos to ensure equal coverage of protected characteristics.</li> </ul>	<ul style="list-style-type: none"> <li>SLT Office staff</li> <li>SLT Office staff</li> <li>EAL Lead Classroom staff</li> <li>Classroom staff</li> <li>Key Stage Leaders</li> </ul>	<ul style="list-style-type: none"> <li>-Amendments made to school admission documents to obtain accurate information around home &amp; first languages.</li> <li>-Communication boards available with visual aids, and in home languages (using Dual Language Widgit).</li> <li>-Introduced 'Talk Buddies' across the school to support modelling of language &amp; communication.</li> <li>-Survey completed by bilingual/multilingual families used to devise action plan.</li> <li>-Coffee morning to celebrate our community, showcase available learning resources and support</li> </ul>			

				<p>bilingual/multilingual families.</p> <p>-Learning support available in a number of accessible formats, inc. written, video guides, bitesize memos, presentations with slide transcripts including translation QR code.</p> <p>-Working towards <u>EAL Quality Mark</u> which recognises excellent practice in three key areas, the third of which is working with parents and the community.</p>			
2	<p><b>Cultivate positive self-image, sense of identity and develop high self-esteem for all children.</b></p>	<p>-Promote emotional wellbeing and mental health across the school, inc. family support.</p> <p>-Consider next steps for reducing cognitive load for all, to enable all children to know more and remember more.</p> <p>-Improve self-regulation, inc. for those children impacted by trauma and insecure attachment.</p> <p>-Build understanding around disability and neurodiversity, to develop individual's understanding and positive outlooks.</p>	<p>Wellbeing Leads Classroom staff</p> <p>SLT Classroom staff</p> <p>SENCo &amp; DSL Classroom staff</p> <p>SENCo Classroom staff</p>	<p>-Regular wellbeing support/signposting available to families through half-termly newsletters.</p> <p>-Wellbeing library continually updated, &amp; texts used through assemblies.</p> <p>-Staff training delivered on reducing cognitive load, &amp; supporting long-term memory.</p> <p>-Well-resourced wellbeing areas available throughout the school.</p> <p>-Embedded use of Zones of Regulation to support children's</p>			

		<p>-Consider further ways to celebrate the languages spoken within the school community.</p> <p>-Use analysis of Whole Child Tracker assessment data to identify resources, strategies and interventions required.</p>	<p>EAL Lead Classroom staff</p> <p>Wellbeing Leads Classroom staff</p>	<p>understanding &amp; independence.</p> <p>- Celebration of International Mother Language Day.</p> <p>- 'Language of the Month' with linked staff members and whole school calendar of languages with highest pupil representation as visual representation.</p> <p>-Wide range of interventions offered, across academic, social &amp; emotional needs.</p> <p>- Celebration of International Mother Language Day</p> <p>-Values display boards in school entrance and 'Me and My Community' display updated in hall to support individual and whole school sense of identity.</p>			
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The school has identified the following **actions and strategies** that are specifically designed to meet the three aims of the Equality Duty. We have identified potential gaps in provision and determined what the school is doing to address them.

	THE EQUALITY DUTY AIMS	ACTION	OWNER	EVALUATION 2025	EVALUATION 2026	EVALUATION 2027	EVALUATION 2028
1	<p><b>Eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by the Act.</b></p> <p>*Eliminating discrimination also covers marriage and civil partnership in the workplace.</p>	<p>-Effective policies and procedures to address this aim are in place including: Anti-bullying policy, Whole School Behaviour policy &amp; principles, Child Protection policy, Grievance policy, Whistleblowing policy, Code of Conduct for staff &amp; governors.</p> <p>-Consider the role of media, and encourage children to ask questions about what they see &amp; hear, identifying fact from fiction, right from wrong.</p> <p>-Flexible working opportunities equally considered i.e. for working parents.</p> <p>-Training provided for staff in understanding, recognising and tackling discrimination. Ensure information is disseminated to all relevant members of staff.</p>	<p>SLT Office staff</p> <p>Computing Subject Leader DSL Classroom staff</p> <p>Headteacher Governing Body</p> <p>All staff</p>	<p>-Continued review of school policies considering evidence-based research &amp; focus on inclusion.</p> <p>-School joined <a href="https://www.smartphonefreechildhood.org/">https://www.smartphonefreechildhood.org/</a> consortium and shared common goal with parents.</p> <p>-Use of age-appropriate online resources, such as CBBC Newsround and new subscription to <a href="#">Picture News</a>, which links weekly news stories to British Values and Protected Characteristics.</p> <p>-Vocab around 'safety' regularly used inc. through online safety sessions, PSHE &amp; RHE &amp; assemblies.</p> <p>-Flexible working adjustments made for working parents, inc. access to breakfast &amp; after school clubs.</p>			

	THE EQUALITY DUTY AIMS	ACTION	OWNER	EVALUATION 2025	EVALUATION 2026	EVALUATION 2027	EVALUATION 2028
				<p>-School values continually discussed, with real-life examples shared &amp; praise given to children who demonstrate them.</p>			
2	<p><b>Advance equality of opportunity between people who share a protected characteristic and those who do not.</b></p>	<p>-The curriculum is adapted and made accessible to all, for both in school and at home.</p> <p>-Consider the use of the Lesson Study model to promote equality of opportunity further.</p> <p>-Ensure consistency in implementation of expectations and adjustments at key transition times.</p>	<p>Classroom staff</p> <p>Key Stage Leaders Class teachers</p> <p>All staff</p>	<p>-Clear adaptive teaching in place across all subjects.</p> <p>- Communication boards extended to include Core Books, to ensure all are able to access books which mirror their own lives and those which enable them to explore social &amp; cultural backgrounds and values that differ from their own.</p> <p>-Differentiated learning support/tools/resources provided for learning at home.</p> <p>-Broad &amp; balanced curriculum on offer to all, inc. those on bespoke curriculums.</p> <p>-Clear boundaries &amp; expectations in place, set around school rules, with 'flex' used to consider individual's needs.</p>			

	THE EQUALITY DUTY AIMS	ACTION	OWNER	EVALUATION 2025	EVALUATION 2026	EVALUATION 2027	EVALUATION 2028
3	<p><b>Foster good relations between people who share a protected characteristic and those who do not.</b></p>	<p>-The curriculum is developed, including whole school topics, to provide opportunities for promoting understanding between people from different groups. Ensuring equal representation.</p> <p>-Support understanding amongst the parent body of differences, inclusion and respect and tolerance for all.</p> <p>-Consider relationships between children of different ages across the school, focussed on equity in value, identifying strengths for all.</p> <p>-Focus on skills relevant to all ages, such as social and emotional development.</p>	<p>Subject Leaders Class teachers</p> <p>SLT</p> <p>SLT Classroom staff</p> <p>SLT Classroom staff</p>	<p>-Age-appropriate core texts, wellbeing library &amp; neurodiversity &amp; disability texts used throughout the curriculum, to promote greater awareness &amp; understanding.</p> <p>-Whole school events reflective of diverse community, with staff invited to celebrate special occasions.</p> <p>-Flexible groupings used, inc. through Challenge Groups, to foster relationships &amp; build positive role-modelling.</p> <p>-‘Talk Buddies’ model allows for pupils across all age groups to demonstrate responsibility.</p> <p>-Mixed age playtimes promoting collaboration, role-modelling and learning from others.</p> <p>-Ensuring policy &amp; teaching approach reflect stages of development, &amp; not ages, e.g., handwriting, Mastery Maths, phonics.</p>			

	THE EQUALITY DUTY AIMS	ACTION	OWNER	EVALUATION 2025	EVALUATION 2026	EVALUATION 2027	EVALUATION 2028
				<p>-Participation in '<a href="#">Electric Umbrella</a>' online events.</p> <p>- Makaton signing alongside singing performances in whole school performance.</p>			

## Appendix 3: Equality Impact Assessment

Name and/or brief description of policy/practice
What evidence/information has been used to help identify the likely impact on different groups of people?
Which relevant groups have we engaged/consulted with as part of our assessment?

Protected characteristic	Impact on this group			Explain and give examples of evidence
	Positive	Negative	Neither	
age				
disability				
gender reassignment				
marriage and civil partnership				
pregnancy and maternity				
race				
religion or belief				
sex				
sexual orientation				

Barriers/disadvantages/discrimination identified?	Yes (tick)	No (tick)
If "yes" how will the policy/practice be adapted/changed to eliminate this?		
Date completed		
Review date		